
General

Multi-State New England (CT, RI, MA, VT, ME)

4-H Teen Conference “Embracing New Horizons”

Program Description:

Youth participants learn and experience the importance of leadership, citizenship, and diversity issues with programs that foster the skills and confidence required of community leaders.

Stakeholder Satisfaction:

The program is designed by New England 4-H teens for New England 4-H Teens with the help of adult volunteers and New England 4-H Staff. Each state is permitted to have 4 youth on the planning committee and 10 delegates to attend the conference.

Accomplishments and Impacts:

Four-H youth involved in leadership and citizenship programs become coping, competent, caring, and contributing members of society while they learn about their region and nation. With this year’s diversity theme, participants learned about group building, communication skills, cultural diversity, sign language, substance abuse, problem solving, gay issues, Irish dancing, and self-esteem.

- I learned “how to work as a team to solve problems.”
- I learned “how acceptance can really impact a person.”
- “I think by having confidence in yourself and your abilities, you can change other peoples’ views and judgments for the better.”
- “I plan on making a difference, whether it’s standing up for someone or stopping a war.”

Resource Commitment:

Youth Planning Committee members raised money from local donors to support the conference along with State 4-H Foundation contributions.

Collaborators:

The New England 4-H Teen Leadership Program is a partnership among 4-H programs in Connecticut, Rhode Island, Massachusetts, Vermont, and Maine.

Contact Persons:

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Georgia

EduVenture

Situation:

McIntosh County, Georgia, is a small, rural, non-agricultural, non-industrialized community. The many challenges include lack of transportation, lack of finances, and single-parent homes. As a result, youth in the county have limited opportunities to “see the world.”

Program Description:

EduVenture is an educational adventure throughout the United States that is in its fifth year. EduVenture is designed to expose youth to a variety of industries, cultures, and historic sites. Each year youth are polled on possible places to visit. This poll determines the itinerary for the subsequent year. Volunteers organize and schedule the trips. Youth participating in the program complete a manual about places visited and must return to the county and share their experiences with other youth through presentations.

To assist with cost, hotels providing breakfast are used, and participants bring one snack for one day for each person. A school bus is used for transportation. Participants work throughout the year at an array of fundraisers earning money for the trips. Fundraisers are set up so that each 4-H'er and volunteer can earn money for 4-H activities. These funds are held in the 4-H'ers/volunteer 4-H account. The incentive of “the more you participate and work the more you earn” is successful. The young people become key stakeholders in the activity.

Stakeholder Satisfaction:

This program took .2 FTE faculty. Volunteers devoted more than 50 hours researching, planning, and organizing the program. The 2001 EduVenture program toured a Mule & Donkey farm in North Carolina; the world's largest arch bridge at New River Gorge, WV; Niagara Falls, NY; Coal Mines in Scranton, PA; Hershey, PA; Amish country in Lancaster, PA; and Jamestown and Williamsburg, VA.

Accomplishments and Impacts:

Through the EduVenture program 4-H'er's and volunteers have traversed from Tennessee to Wyoming and from Arizona to Texas. Destinations and miles traveled reached a landmark in 2000 when EduVenture IV traveled 5,800 miles. Over four years the program has reached 66 youth and volunteers. Each of these participants reached horizons never before dreamed of. One

volunteer was quoted as saying, "If it wasn't for my daughter's involvement in this organization, I probably would have never seen the Grand Canyon." Quotes similar to this from youth, their parents, and other volunteers are common. Youth who participate in this program are required to maintain a journal of the trip and then share that journal and experiences with youth back in the county. About 900 youth are exposed to the experiences, cultures, sites, and images of this program through the sharing process. As a result of this program, youth participation in out-of-county 4-H events has increased. Four-H'ers are taking a more active role in the decision making process of their 4-H program.

Resource Commitment:

McIntosh County Family Connections provides \$500 to offset fuel expenses. Fees are paid by participants and donors.

Collaborators:

McIntosh County Board of Education, McIntosh County Superintendent, McIntosh County Family Connections, McIntosh County Chamber of Commerce, and McIntosh County Rotary Club.

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Ohio

4-H Cloverbud Program - 2001

Situation:

Families, parents, and schools lack the time and resources that children so desperately need today. Many of them are now growing up without the key ingredients for healthy development. By giving children direction and assistance early in life, they are more likely to be positive forces in the community as adolescents and adults. A 4-H youth development program called Cloverbud has been formed in Ohio to promote children's healthy development for both low- and high-risk youth. The Cloverbud Program provides an excellent opportunity for targeting young children to reach their highest potential.

Program Description:

The goal of this program is simple: to promote children's healthy development through developmentally appropriate programming. This goal gets at the fundamental focus of youth development in OSU Extension, which is to encourage children to become capable, competent, caring, and contributing citizens. The objectives are for Cloverbud youth to develop life skills of: 1) self-understanding (self-esteem), 2) social-interaction, 3) decision making, 4) learning to learn,

and 5) mastering physical skills. The audience is young children between the ages of 5 and 8 from throughout the state of Ohio.

Each county develops its own Cloverbud program using curriculum and parameters for developmentally appropriate programming backed by national research on children and adolescents (Carnegie Council on Adolescent Development, 1994; National Task Force on K-3 Programming, 1991; National Association for the Education of Young Children - Best Practices for 5 to 8 Year-Olds, 1988).

The curriculum is designed around: 1) age-appropriate, activity-based components and successful involvement, 2) a broad base of experiences and short-term activities, 3) fun, cooperative, and positive activities, 4) topics of interest to attain general life skills, 5) promoting creativity and play. Young children learn and acquire life skills through eight subject areas: citizenship/civic education, community/expressive arts, consumerism/family science, environment/earth education, healthy living, personal development, plants and animals, and science and technology. Young children meet in various settings: separate Cloverbud group, classroom-school setting, or part of an existing community-project club.

Accomplishments and Impacts:

Benefits for attaining life skills are enormous. Children possessing them are less likely later in life to have problems with drug use, school failure, delinquency, and depression (Seligman, 1995; Slavin, & Rainer, 1990; Windle, Miller-Tutzauer, & Domenico, 1992). Therefore, this program emphasizes overall well-being by empowering young children with successful learning and positive social interaction. More than 45,000 children participated in Cloverbud activities over the past year. Current evaluations are in progress and include a stakeholder evaluation of parents, Cloverbud leaders, and extension professionals.

Resource Commitment:

Extension funds and the Department of Human and Community Resource Development support a position to provide statewide leadership in pre-adolescent education and extension education. The Cloverbud program is maintained by volunteers statewide, with guidance from extension professionals (agents and program assistants) in every county.

Contact Person:

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4-H Roundup

Situation:

4-H membership in Hempstead County has been declining in recent years. The county 4-H Expansion and Review Committee expressed concern that more county youth were not involved in 4-H. We have had numerous requests for information about 4-H, but few commitments resulted from those contacts. The 4-H Roundup program was designed to give non-4-H youth an insight into what 4-H is all about in Hempstead County.

Program Description:

The Hempstead County 4-H Roundup was initiated to provide non-4-H youth an opportunity to see firsthand all the myriad activities and projects that 4-H offers youth at the county, state and national levels. The 4-H clubs in the county set up a display booth featuring activities their clubs had conducted. Club members were at their booth to answer questions about their club and its activities. The county Extension office set up a booth with photos of county and state activities where county 4-H members had participated. The program was open to all youth and their parents or guardians. The 215 guests were given souvenirs at each booth they visited. A state 4-H Program Specialist gave a short program on the state 4-H program and the District 4-H Vice-President spoke to the group on what 4-H has meant to her. A chili supper was provided to all attending.

Stakeholder Satisfaction:

The county Extension staff worked cooperatively with the county 4-H club leadership to conduct the program. The activity was planned to promote the 4-H program in the county during 4-H Month. The individual clubs prepared and presented a display of their club's activities. It also allowed county 4-H club members an opportunity to see and hear what their fellow club units were doing and to join the countywide units. The 4-H club leaders and members enjoyed the time spent in preparing their exhibit and in visiting with the guests to explain their 4-H program. Our younger 4-H members and newer volunteer leaders were impressed with all the possibilities 4-H offers county youth.

Accomplishments and Impacts:

The program was initiated with the expectation of recruiting several new 4-H members and volunteer leaders to join existing clubs, or to organize new 4-H units. We received approximately 25 requests for additional information about 4-H from youth and 7 inquiries from adult volunteers expressing a desire to learn more about becoming a volunteer leader. We did not see the immediate impact we were anticipating, but we have enrolled about 15 youth and 3 adult volunteers this Spring as a direct result of the 4-H Roundup. The 4-H State Specialist was enthusiastic about the program and pleased with our initial turnout. We received local media advertising that placed 4-H before the public.

Resource Commitment:

No external funds were generated. Funds expended for this activity came from our county 4-H Foundation which is fully funded through the Hempstead County United Way.

Collaborators:

With the exception of the county staff and the county 4-H clubs, the only outside collaborators were the Southwest District 4-H Vice-President and a state 4-H Program Specialist. The local Wendy's Restaurant gave the 4-H Foundation a special rate on the food fed at the Roundup activity.

Contact Person

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Other base program areas this program applies to

Community Resource & Economic Development

Leadership & Volunteer Development

Pennsylvania

4-H/Youth Development-Camp

Situation:

Summer camps across the state provide youth opportunities for personal growth and development and are offered to Pennsylvania youth throughout the Commonwealth.

Program Description:

"Learn by doing" - experiential education is the basis for the 4-H Summer Camps Program. 4-H Camp provides the opportunity for youth to learn about themselves, about others, and about a variety of topics, in a safe environment.

Resident camp is a multiple-day, overnight experience. Resident camp has two main components, the development of the camper and the development of the teen counselor. The emphasis for campers is on developing social skills, a sense of responsibility, self-confidence, and self-esteem. These objectives are met through a variety of group experiences, use of challenge courses, development of friendships, group cooperation exercises/teamwork, along with traditional camping topics such as campfires, hiking, swimming, crafts, nature study, and other recreational activities.

For the large number of teens who serve as counselors for resident camp, 4-H Camp becomes a "leadership lab." These teens receive training in advance of camp to enhance their leadership and communication skills and an opportunity during camp to practice these skills by serving as a leader and mentor to the campers.

Stakeholder Satisfaction:

The two agents combined, committed 0.2 FTE to camp in FY 2001. Camp is held one week each summer. An additional three-day camp is held to train new camp counselors. Additional camp counselor training takes place on two evenings and one day prior to camp for all counselors.

Accomplishments and Impacts:

To assess the impact of camp, extension staff sought input from the campers, counselors, and the parents. When asking campers what effect camp has had on them, campers have responded, "I conquered my fear on the ropes course," and "I liked making friends because I don't have a lot." Sixty-three percent of campers surveyed at a recent camp, noted camp made them feel good about themselves, and eighty-five percent of campers were able to identify two things they learned at camp.

When asked what they got out of the camping experience, a counselor commented, "Camp has made me realize how important an individual can be, and that I can make a difference." Another counselor commented, "At the beginning I was shy, but now I feel better about talking in front of a group."

To assess long-term impact, parents were surveyed. Parents indicated that:

- 76.5 % of the youth improved social skills;
- 76.5 % of the youth improved their sense of responsibility;
- 88.5 % of the youth had improved self esteem;
- 94.5 % of the youth had increased self-confidence.

One teen summarized the camp experience best by saying, "Camp is a win-win situation. The counselors learn from the adult staff, campers learn from the counselors, and adult staff learn from the campers and counselors."

Resource Commitment:

The costs of camp are shared by the campers and the 4-H Program Development Committee in each county.

Collaborators:

Camp is a joint effort of extension staff, adult volunteers and the teen counselors.

Contact Persons:

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